

Teaching Pronunciation for Communication in Korean Elementary EFL Classroom

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<국문초록>

효과적인 의사소통을 하기위한 초등학교 영어발음교육

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1997년도에 시작된 초등학교에서의 영어교육은 조기영어교육의 장점, 그 중에서도 어른에 비해 어린이는 보다 정확한 외국어 발음을 습득할 수 있다는 데에 그 기초를 두고 있다. 그러나 이러한 영어교육의 성과는 적절한 언어습득환경이 주어졌을 때에만 가능한 것으로 현재 초등학교에서 실시되고 있는 영어교육은 여러 가지 문제점과 보완점이 노출되고 있는 바, 이중 보다 효과적으로 정확한 영어발음을 제시하고 교육하는 것이 큰 문제점으로 지적되고 있다. 본 논문에서는 의사소통 능력 중심의 영어교육을 하기 위하여 특별히 한국 초등학교 어린이들이 영어를 발음할 때 나타나는 문제점들을 살펴보고 보다 정확한 영어발음을 낼 수 있도록 교육할 수 있는 방안을 제시해 보고자 한다. 먼저 초등학교 어린이들의 영어발음 특성과 제문제를 살펴보고, 보다 효과적인 발음지도를 위해 구체적인 발음지도 목표와 그 목표에 맞는 발음지도법을 알아본다. 아울러 효과적인 내·외국인 교사교육의 중요성을 강조하고 이를 위한 방안을 제시하였다.

1. Introduction

- 1) English in elementary education as of 1997
- 2) The rationale of the elementary English education
- 3) The factors in learning pronunciation
 - age
 - learner's native language
 - the amount of exposure to the target language
 - the phonetic ability
 - attitude and sense of identity
 - motivation and the concern for good pronunciation
(Kenworthy, 1987)
- 4) The English teachers' perception of and needs for teaching English
 - A survey result (Park, 1995)
 - English proficiency
 - confidence
 - English teaching ability
 - teacher training, teaching facilities and equipment, textbooks teaching aids, evaluation method, teaching hours, student placement, class size, administrative support, and parental support

2. Goals for teaching English to children

- 1) Macro-goals
 - Children should be able to get familiar with English.
 - Children should be able to get interested in English.
 - Children should be able to acquire basic interpersonal communicative English skills
- 2) Micro-goals
 - Children should be able to speak basic English.
 - Children should be able to acquire an appropriate English pronunciation
 - Children should be able to learn basic English vocabulary.
 - Children should be able to understand basic English-speaking culture.

3. Teaching pronunciation for communication

- 1) Communicative competence
 - Linguistic competence
 - Discourse competence
 - socio-linguistic competence
 - strategic competence
- 2) Speech/Pronunciation goals
 - Functional intelligibility
 - Functional communicability
 - Increased self-confidence
 - Speech monitoring abilities and speech modification strategies for use beyond the classroom (Morley, 1994)
- 3) Major areas of pronunciation
 - Consonant/vowel discrimination
 - Word/sentence stress
 - Intonation
 - Strong/reduced speech patterns
 - Connected speech
 - Voice quality

4. Problem areas

- 1) Replacing the English sounds with the Korean sounds
 - Consonant/vowel
 - Stress and rhythm
 - Intonation
- 2) Inserting an additional sound
 - A vowel after the consonant
 - /r/
- 3) Voice quality
 - Too much nasalization
 - Too much velarization
 - Volume and energy level

5. Conclusion and suggestion

- 1) Good teachers are the key to the successful education.

2) Good teachers need to have a solid understanding of the learners' needs, a thorough knowledge of teaching approaches and willingness to use them, a thorough knowledge of assessment tools and strategies and the ability to apply them appropriately in the areas needed such as placing students, giving feedback and measuring achievement.

3) It is vital for teacher-training programs to develop communicative pronunciation component and educate teachers.

4) It is even more important for teachers to pursue their own teaching effectiveness by continuous self-study and efforts to fulfill their own needs.

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